**North Hall High School**

**Special Education Needs Policy**

The North Hall diploma and coursework program has a strong history of supporting special education needs. It is our intention to build a community that supports all students who choose to participate in the IB programme. We strive to provide opportunities for students to participate in the programme no matter their physical, educational or testing needs. While students in the program thus far have not presented with significant educational or testing accommodation needs, we have procedures in place to acquire and implement modifications for students who are earning the diploma as well as those who are only doing coursework.

“The IB believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where standard examination conditions and assessment procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of access arrangements may be authorized. Candidates eligible for inclusive assessment arrangements are those with individual needs such as:

* learning disabilities
* specific learning difficulties
* communication and speech difficulties
* autism spectrum disorders
* social, emotional and behaviour challenges
* multiple disabilities and/or physical, sensory, medical or mental health issues.”\*

Identification of students in need of support is provided in two phases. The first collaboration is with the 504 Administrator. The list of IB Juniors is generated by the IB Coordinator and shared to determine candidates with a 504. IB teachers are included in any meetings, development, and implementation of modifications required by the student’s plan. In addition, the IB Coordinator reviews candidates on the school’s informational database for students with IEPs. This list is confirmed with the Special Education Lead teacher. The student’s case manager is then required to distribute modifications and accommodations mandated by the student’s IEP. The IB Coordinator, 504 Administrator and Special Education Lead teacher work together to update the Infinite Campus to indicate accurate indicators (flags) of student’s with a 504 or IEP. However, this is not limited to these indicators. Medical needs is also reviewed and updated (flagged) for teacher knowledge. This educational team works to provide the support needed by the student within the academic setting.

All students have a graduation plan with the Counseling office. This is a fluid document as student’s needs and interests change. The IB Coordinator works closely with the IB Counselor to inform about curriculum and updates with it. The school’s yearly registration process opens conversations, county and local meetings and conferences for those interested in the programme. The decision to grant students with special needs access to the IB curriculum will be based on considerations by the Individualized Education Plan team: parent, regular education teacher, special education teacher, administrator (or Lead Special Education teacher) and the IB Coordinator.

With any testing modifications, these will be consistent with those provided within the regular classroom testing and other standardized testing situations. IB classes will then maintain an appropriate level of support as decided by the parents and school, keeping in line with stipulations written into an IEP or 504. The school will then send a request for testing modifications to IB with supporting evidence in order to acquire the appropriate modifications for external exams in May.

North Hall is in compliance with all federal and state guidelines to provide equal access to a free appropriate public education (FAPE) under Section 504 of the 1973 Rehabilitation Act, to all individuals with disabilities in accordance with the Individuals with Disabilities Education Act (IDEA), and Americans with Disabilities Act (ADA).

\*IB Handbook of Procedures Section A9, 2015